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should be taken by silent reading. Her six principles of difference between oral and silent reading are worth quoting.

"1. Silent reading is getting the thought, or the pictures, from the printed page; oral reading is giving the thought from the printed page. Oral reading is always preceded by an instantaneous exercise of silent reading, whereby the reader gets the thought.

"2. Silent reading is a simple process consisting of a number of eye sweeps across the page; oral reading, on the other hand, is a complex process, consisting of a combination of eye sweeps with their mental interpretation, and of vocal utterance in which the muscles of the throat are involved.

"3. These two types of reading regard words from radically different standpoints. In silent reading it is the meanings of words that count most, if the reader is to grasp the thought; in oral reading, it is the pronunciation of the words that counts most, it being perfectly possible for a child to read fluently and yet not to grasp the meanings of some of the words read and therefore not to have the full thought of the passage.

"4. It is generally conceded that a child can read about 28 lines a minute silently, and only 20 a minute orally. This difference is accounted for by the fact that the eye movements are not so limited in speed as are the vocal movements. One can read aloud only as fast as the tongue and lips can manage the words. On account of the fact that the rate of oral reading is more or less controlled by the vocal organs, oral reading is somewhat standardized.

"5. Children do not differ so widely, therefore, in their speed in oral reading; but there is a wide range possible in speed in silent reading.

"6. It is generally conceded that children usually get the thought better by reading silently. Any teacher of experience knows that frequently children are guilty of reading aloud 'mere words.' " [Pages xv and xvi.]

One can be critical of some of the details in this teachers' manual. For example, it is very doubtful whether children ought to be encouraged in connection with the reading of poetry to go through the performances that Miss Bolenius has suggested in the paragraphs quoted above where she describes what ought to be done with Longfellow's poem. There is very little reason to believe that reading is intended to cultivate a series of pictures in the mind, but one hesitates to be critical in a field where there is so much need of experimentation. Miss Bolenius brings to the task of teaching children in the grades an experience which is certainly in advance of that which most teachers have cultivated and it is so important that a large body of information should be collected about how children really do improve in reading in the middle grades that one is disposed to forego criticism in the interests of general experimentation on the part of teachers in the middle grades. If we can get teachers considering seriously the problem of silent reading, we shall improve teaching in our schools at a much more rapid rate than we shall if teachers are prevented from introducing this form of reading by any skepticism with regard to the true psychology of the situation.

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*Home economics.*—A new textbook<sup>1</sup> which gives in great detail the methods of canning all sorts of foods is offered for use in the cooking laboratories of depart-

<sup>1</sup> GRACE VIAL GRAY, *Every Step in Canning*. Chicago: Forbes & Co., 1919. Pp. vii+253. \$1.25

ments of home economics. Fruit, vegetables, meat, and fish are discussed. There are also chapters on drying fruits and vegetables and smoking and preserving meats, and there are chapters discussing the reasons why various methods are successful and others less successful.

It is difficult to locate a book of this sort in the school curriculum. It can be used by advanced classes and by elementary classes. It is a general book on a practical subject and doubtless will be suggestive to teachers as well as to housewives who are concerned with the practical activities here outlined.

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*Survey of Memphis, Tennessee.*—Two bulletins of the Bureau of Education have appeared dealing with the survey of schools in the city of Memphis, Tennessee. The survey is announced as made up of seven parts. Other sections of the survey are to follow.

*Bulletin No. 72*<sup>1</sup> is an abstract of the report and is intended for the ordinary citizen of Memphis who is not likely to read the whole of the survey. The impression one gets from reading this outline and from the first part<sup>2</sup> is that there is very large need of reorganization in the schools of Memphis. That city is perhaps not typical of the school situation of the south, but it represents in many ways the kind of problems that arise in many southern cities. The school buildings are described as congested and inadequate. The course of study is conservative and needs to be enlarged by the introduction of more practical work. The application of tests and standards to the traditional subjects makes it clear that there ought to be a more vigorous effort to bring these subjects to a higher level of efficiency. The salaries of teachers are low, and in the main the city needs to be aroused to a more whole-hearted support of the school situation.

There is one feature of this survey which strikes the reader very impressively. No local officers of a city school system could bring out with the clearness that this survey does the necessity of a complete change in attitude on the part of the city. If our federal agencies of education can serve no purpose other than that which is exhibited in this survey, they will do the country a great deal of good by making a perfectly fearless statement of adverse conditions wherever these turn up. Those who are disposed to look upon surveys as undesirable because they are made by outsiders are completely answered by a survey of this sort. There is certainly no animus back of a report of this kind, but there is the steady urge of objective facts and these objective facts are brought out with a clearness and authority that attach to the findings of experts. There can be no doubt at all that the influence of the survey will be wholesome and fruitful of genuine reform.

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*Project teaching.*—Professor McMurtry<sup>3</sup> has taken advantage of the enthusiasm for the term "project" in education to expound in a new way some of the

<sup>1</sup> "An Abstract of the Report on the Public School System of Memphis, Tennessee," *Bureau of Education Bulletin No. 72*, 1919. Washington: Department of the Interior. Pp. 43.

<sup>2</sup> "The Public School System of Memphis, Tennessee, Part I," *Bureau of Education Bulletin No. 50*, 1919. Washington: Department of the Interior. Pp. 160.

<sup>3</sup> CHARLES A. MCMURTRY, *Teaching by Projects*. New York: Macmillan Co., 1920. Pp. vii+257. \$1.32.